DOCUMENT RESUME

ED 216 580 HE 014 924

AUTHOR Larsen, Max D.; Brown, Bonnie
TITLE Student and Faculty Expectations of Academic Advising. Preliminary Report.
PUB DATE Mar 82
NOTE 22p.; Paper presented at the Annual Meeting of the American Association of Higher Education (Washington, DC, March 4-5, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Advising; *Career Counseling; College Faculty; College Students; *Expectation; Extracurricular Activities; *Faculty Advisers; Higher Education; Information Needs; Questionnaires; Role Perception; *Student Adjustment; Student Attitudes; Student Needs; Teacher Attitudes; *Undergraduate Students

ABSTRACT

Perceptions and expectations concerning the advising function held by faculty and students in arts and sciences colleges of four midwestern universities were surveyed. Usable responses were obtained from 541 (40 percent) of faculty members from the University of Wyoming, Mankato State University, Kansas State University, and the University of Nebraska, Lincoln, and usable responses were received from 649 undergraduates from the University of Wyoming and the University of Nebraska, Lincoln. Findings include the following: 78 percent of the faculty agreed that academic advisers should help students with personal problems, possibly through referral to other aides, while 61 percent of the students agreed; both faculty and students felt that advisers should help advisees clarify career values and goals; students and faculty agreed that being able to answer questions, possibly through referral, regarding financial aid and part-time employment is a reasonable expectation; 31 percent of the faculty and 54 percent of students agreed that an academic adviser should inform students about various campus activities such as student government, football tickets, and concerns; the specific responsibilities of advisee and adviser dealing with the mechanics of advising were relatively noncontroversial; both groups felt the adviser should help match student capabilities with academic program selection; and both groups felt that a student should confide in the adviser when course work problems occur. A questionnaire and statistical data on responses are appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216580

PRELIMINARY REPORT

STUDENT AND FACULTY EXPECTATIONS OF ACADEMIC ADVISING

presented to

American Association of Higher Education

Annual Meeting

Washington, D. C., March 4, 5, 1982

by Dr. Max D. Larsen
Professor of Mathematics
University of Nebraska-Lincoln

and Dr. Bonnie Brown
Assistant Dean, College of Arts and Sciences
Assistant Professor of Spanish
University of Nebraska-Lincoln

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M D Larsen

Bonnie Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 014 924

STUDENT AND FACULTY EXPECTATIONS OF ACADEMIC ADVISING

INTRODUCTION

Academic advising involves the interaction of faculty and students in quest of the best possible decisions about students' academic programs. Each has important contributions to make to the process. The faculty member brings experience, knowledge about the university, and an understanding of the discipline or profession. The student wants access to that knowledge and to the faculty member when making decisions about his or her academic program. How well this process works depends upon how well each participant--faculty member and student--meets his or her obligations and upon the quality of the personal interaction between the two individuals.

What is expected of an academic adviser? For what should students be responsible in the advising process? Is there agreement on the part of either participant about perceptions and expectations of the other? Answers to these questions are key to interpreting and understanding the successes and failures of this important aspect of our educational system. For example, if students expect something from the advising process which advisers do not expect to provide, the chances of positive results cannot be good.

In order to address these questions, a survey about perceptions and expectations of the advising function was administered to faculty and students in colleges of arts and sciences in four midwestern universities. Faculty and students were given identical lists of activities which might be

expected of students and of faculty. They were asked to register agreement or disagreement using the following seven point scale by circling a number:

1	2	3	4	5	6	7
Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Opinion

Observations regarding comparisons of faculty and student responses to items in the questionnaire are made by considering the percent indicating "strongly agree" and by considering the "cumulative agreement" obtained by summing the percent of respondents circling 1, 2, or 3.

Respondents were reminded that the advising process functions within restrictions on the time available, the number of students assigned to each adviser, the students' extracurricular interests and activities, and the uncertainty on the part of some students about future goals, etc. They were asked to rate the functions and activities of the advising process in a realistic sense taking into account these constraints.

Questionnaires were sent to 1367 faculty members from the University of Wyoming, Mankato State University, Kansas State University, and the University of Nebraska-Lincoln. Usable responses were obtained from 541 for a response rate of 40%. For the purpose of cross tabular comparisons, the faculty population can be subdivided into Chairs (and heads) of departments, Advisers indicating faculty who have major responsibility for advising or coordinating advising, and Faculty consisting of the remainder of the professional staff. Responses are used from 49 Chairs, 97 Advisers, and 395 Faculty for subgroup response rates of 62%, 60%, and 35%. Note that in the summary to follow "Faculty" refers to this category while "faculty" refers to the entire population.

Student responses were adequate only from the University of Wyoming and the University of Nebraska-Lincoln. Overall 2550 questionnaires were distributed at these two schools and 649 usable responses were received, a return rate of 25%. The student population includes 107 juniors (JR), 385 freshmen who have declared a major (DF), and 157 freshmen who have not declared a major (UF). The response rates from these three subgroups were 11%, 36%, and 32% respectively.

Frequency distributions for strongly agree and cumulative agreement by both students and faculty are included as an appendix along with cross tabulations for Advisers, Faculty, Chairs under faculty and for UF, DF, and JR for students. The results are summarized and discussed in the following narrative section. Since there was strong agreement (both cumulative agreement figures above 80%) by both students and faculty on many items, the most attention is given to areas where student and faculty perceptions differed or there is uncertainty about whether the faculty adviser, or the student in those questions, should be expected to assume a certain responsibility.

SUMMARY OF RESULTS

The summary is divided into the following categories: Personal Problems, Career Planning, Information on Extracurricular Activities, Mechanics of Advising, Realizing Student Potential, and Academic Progress. Numbers in parentheses refer to a specific item on the questionnaire for easy reference to the data in the appendix.

PERSONAL PROBLEMS

Is it appropriate for academic advisers to assist students with finding solutions to <u>personal</u> problems? Seventy-eight percent of the faculty

responding concurred that academic advisers should provide help with the resolution of personal problems, possibly through referral to other university agencies such as the counseling or health centers, while 61.0% of the students agreed (F12). Both groups agree that students should discuss personal anxieties and concerns with the adviser (S9).

Cross tabulations show that Advisers considered the obligation to provide assistance with the resolution of students' personal problems (F12) more critical than did Faculty or Chairs; nowever, the latter expressed the strongest agreement with item S9. There is dramatic variation across categories in advisee attitudes about the question, for which Juniors' expectations are much lower than either Freshmen category.

On a related item 78.4% of faculty think advisers should facilitate students' interaction with bureaucracy while only 66.7% of students thought so (F24). There was strong agreement among both faculty and students that students should be able to make their own decisions and accept responsibility for them, based on the best advice she/he can get (S16).

If academic advisers are going to respond effectively to student needs regarding solution of personal problems, adviser training programs and handbooks should include information concerning when and how to refer severe problems to professionally trained counselors. Likewise, students should have access to decision-making workshops, especially as freshmen, if they find it difficult to take responsibility for that process.

CAREER PLANNING

When and how should students make career decisions? How actively should academic advisers work with students on career planning?

There was strong agreement among both faculty and student respondents that advisers should help advisees clarify career values and goals (F5). Each group concurred that advisers should encourage students to investigate career opportunities (F6). Although the majority of faculty (71.6%) think that advisers should be knowledgeable about job outlooks for different majors, 93.5% of student respondents consider that an adviser's responsibility (F7).

Item S1 provided the least agreement in a career-planning category. Only 39.6% of faculty thought students should have specific career goals in mind before contacting an adviser, while 51.7% of students saw that as desirable. As might be expected, the cross tabulations show that Undeclared Freshmen were much less supportive of this notion than Declared Freshmen. Cross tabulations of the same item for Faculty, Advisers and Chairs indicate that Advisers agreed to a lesser degree than did Faculty or Chairs that students have this responsibility.

If, in fact, students should work with advisers to establish career goals, some centralized support system must exist to assist both groups in this process. For example, since many faculty may feel unprepared to administer interest inventories, explain life-planning procedures or help students identify skills acquired in course work, a career planning center at the college level can serve as a clearinghouse for advisers who want to direct students to workshops, testing centers or experiential education programs. The staff of that center can coordinate career-advising workshops, alumni career-pathing networks, college career fairs, etc., thus leaving faculty advisers more time to deal with the specific issue of careers within his/her discipline.

INFORMATION ON EXTRACURRICULAR ACTIVITIES

An important issue in defining the responsibilities of an academic adviser is the extent and scope to which he/she should be able to provide information to advisees. The survey showed that the adviser should refer them to the major tools of the discipline, such as standard bibliographies, etc., and to major events such as conferences, workshops, etc. (F25). Cross tabulations show that Juniors felt more strongly than Freshmen that this information should be provided.

Students and faculty agreed that being able to answer questions, possibly through referral, regarding financial aid and part-time employment (F3) is a reasonable expectation. If appropriate materials were prepared and distributed to advisers by campus financial aid offices, this task could be accomplished with little or no additional time and effort on the part of the adviser.

Three items dealt with information about extracurricular activities. It was agreed by 31.1% of the faculty and 54.0% of the students that an academic adviser should inform students about various campus activities such as student government, football tickets, concerts, etc. (F4). In addition, 66.0% of the faculty and 87.9% of the students indicated that a student should ask the adviser about extracurricular activities that would provide good college experiences (S10). The significant percentage of advisees who perceived their academic adviser as a logical source for information about out-of-class activities indicates two things--students do not now have adequate information in this area and they consider that part of their overall education. Students' expectations of the adviser as a source of information about extracurricular activities exceed what faculty members plan to provide. However, 69.5% of the students and 91.8% of the faculty agreed

that students should learn about extracurricular activities on their own (S7), so they do not hold academic advisers totally responsible for providing this information.

Attention should be given to identifying means by which information about campus and college-wide activities can be provided to students without involving advisers other than to answer a question occasionally. Information about discipline-related activities must be considered a departmental responsibility, but not necessarily that of an individual adviser. Acknowledging that students, especially juniors, want notices and descriptions of academic out-of-class activities, departments can help meet some of their needs by publicizing events through bulletin boards, classroom announcements, and possibly a newsletter to majors. Student honoraries and clubs within the discipline provide another good resource for distribution of such information.

MECHANICS OF ADVISING

The specific responsibilities of advisee and adviser dealing with the mechanics of advising were relatively noncontroversial. All of the following had substantial agreement from both groups:

An <u>academic adviser</u> should

answer questions regarding requirements (F1),
recommend courses outside the major (F2),
provide letters of recommendation for graduate school (F13),
provide letters of recommendation for employment (F14),
be knowledgeable about university resources (F23), and
keep regular office hours (F18).

A student should

select an individual course once adviser lists some (S3),

research specific content of course that sounds interesting (S4),

fill out own forms (S5),

call adviser for appointment unless office hours are posted (S8),

initiate adviser contact (S13), and

be able to choose or change adviser (S14).

Although it is not surprising that these items found agreement by both faculty and students, note that only 85.6% of the students felt that advisees should fill out their own forms (S5) and only 83.7% felt that advisee should be willing to select an individual course once the adviser had listed some that were available (S3). Establishing statements of responsibilities for advisees and for advisers would (hopefully) eliminate frustration for students who agree with the minority about these two items.

Two items dealt with contacting advisees. Ninety percent of the students thought that advisers should inform students of office hours (F17). However only 69.1% of the faculty agreed that this was a faculty responsibility with Advisers recording a higher percent of agreement than Faculty or Chairs. Regarding taking the initiative to seek out students who fail to consult the adviser (F19), 36.4% of the faculty and 48.4 percent of the students agreed. Agreement from Chairs was stronger than Faculty with agreement from Advisers the lowest, possibly reflecting the time and effort which would be involved. Juniors (JR) expressed less agreement with this item than did either Freshmen subgroup.

Although there is no mandate to include either of these items in listing of adviser responsibilities, a sufficient number of respondents agreed to suggest that more thought should be given to the matter of contacting advisees. It should be possible to develop an automated procedure for

notifying students of advisers' office hours and for contacting students who do not consult their advisers. For instance, adviser-advisee assignments for an entire college or department can be kept current on a word processor file and used at least once a year to send advisees notification of office hours and other pertinent information. Any relevant information about academic out-of-classroom activities could be included, thus addressing one concern identified earlier. If each adviser would inform the clerical person associated with advising of advisees who failed to consult with the adviser, a routine letter could easily be sent to the student. If faculty advisers collected interest profiles regarding secondary interests as suggested by item S6, each student's file could be so coded and used to send the student notification of appropriate activities and events.

REALIZING STUDENT POTENTIAL

What are the separate and joint responsibilities of adviser and advisee in planning a course of study that matches a student's abilities and interests with courses and programs? There was strong agreement by both parties that a student should be willing to

> consider enrolling in courses recommended by the adviser even if they exceed the minimal requirements (S12)
>
> assess, with help, his/her own efforts and to make plans consonant with that assessment, and (S17)
>
> outline secondary interests that he/she would like to expand or improve (S6).

An academic adviser should assist the student in planning an academic program which is consistent with the student's abilities and interests. All of these items involve matching student capabilities with program selection. In contrast however to their permissive nature, item F21 states that the academic adviser should <u>insist</u> that the student take more demanding

courses than the minimum requirements if the student is capable; 75.6% of the faculty and 66.8% of the students responding agreed with this item.

ACADEMIC PROGRESS

What should an adviser be expected to do regarding completion of an advisee's academic program? Once a plan is jointly approved is the burden totally on the student or is there a role for the adviser? The survey revealed strong agreement that a student should confide in the adviser when course work problems occur (S11). A faculty adviser should, it was agreed,

> monitor advisees progress toward educational goals (F9),
>
> help the student analyze performance in course work and capitalize on strengths and weaknesses, and (F10)
>
> assist in evaluation and improvement of study skills (F16).

Only 32.9% of faculty thought an academic adviser should visit with instructors about a student's progress (F22), whereas 54.3% of the students felt such a step should be taken. The mixed response could be a result of different interpretations of the question. Apparently visiting with instructors was not seen as monitoring progress toward educational goals. On the other hand, within the context of a student having related course work problems to the adviser, visiting with the instructor is something the adviser might be expected to do. The interpretations and implications of this item must be clarified before incorporating it, or something like it, into a statement of advising responsibilities. Cross tabulation results show that Advisers have less agreement with this latter item than do Faculty or Chairs, presumably because they recognized the additional work that would be required to accomplish it.

Academic advisers are often adept at helping students with study skills, but formal evaluation of and instruction for improvement of study skills by a centralized professional facility would complement the faculty members' efforts. Details of how to refer students for help and how to identify students who need attention in this area should be included in advising workshops and handbooks.

RECOMMENDATIONS

This study has documented a significant amount of agreement between faculty and students regarding the responsibilities of each in advising. It has discovered some disagreement about certain items. Each institution should establish and distribute using appropriate faculty and student participation a formal statement identifying the specific expectations of advisees and advisers. Doing so would undoubtedly improve the advising process. Services not now provided because the obligation to do so is unclear would become available.

Central support services should be developed to implement and carry out the institutions' agreed upon responsibilities. In particular, the institution needs to develop an automatic system to track advisees and, with a minimal amount of effort on the part of the adviser, to contact students by mail to announce office hours, meetings, and special extracurricular activities.

In order to relieve both academic adviser and student of the responsiblity for keeping track of details like fulfilling degree requirements, a computer should be used to provide an up-to-date summary of the completed academic program.

Colleges should establish a centralized career planning center which could provide assistance to and support for departmentally based career information systems and individual academic advisers who discuss career goals with students.

GPA_____ MAJOR_____ CAREER GOALS:_____

PERCEPTIONS AND EXPECTATIONS OF THE ADVISING FUNCTION

Academic advising involves the interaction of faculty and students with the goal of making the best decisions possible about students' academic programs. Each has important contributions to make to the process. The faculty member brings experience, knowledge about the University, and an understanding of the discipline or profession. The student wants to make use of the availability of this knowledge and the faculty member's presence to make decisions about his or her academic program. All of this happens within certain restrictions on the time available, the number of students assigned to each adviser, the students' extracurricular interests and activities, and the uncertainty on the part of the student about future goals, etc. In the material below, you are asked to rate certain functions and activities in terms of your expectations of the advising process. Please do so in a realistic sense, taking into account the constraints just mentioned. Rate each of the items below using the following scale:

1	2	3	4	5	6	7
Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Opinion

IN REGARD TO ACADEMIC ADVISING, A STUDENT SHOULD: Card 1

S1	have specific career goals in mind before contacting an adviser.	1	2	3	4	5	6	7	19
S2	learn the requirements for degree programs before visiting the adviser.	1	2	3	4	5	6	7	20
S3	be willing to select an individual course once the adviser has listed some that are available.	1	2	3	4	5	6	7	21
S4	research on his/her own initiative the specific content of a class that sounds from the catalog like it would be of interest.	1	2	3	4	5	6	7	22
S5	fill out his/her own forms.	1	2	3	4	5	6	7	23
S6	outline for the faculty adviser secondary interests & hobbies that he/she would like to expand or improve.	1	2	3	4	5	6	7	24
S7	learn about extracurricular activities on his/her own.	1	2	3	4	5	6	7	25
S8	call an adviser for an appointment unless specific advising office hours are posted.	1	2	3	4	5	6	7	26
S9	discuss personal anxieties and concerns with the adviser.	1	2	3	4	5	6	7	27
S10	ask his/her adviser about extracurricular activities that would provide good college experiences.	1	2	3	4	5	6	7	28
S11	confide in the adviser when coursework problems occur.	1	2	3	4	5	6	7	29
S12	be willing to consider enrolling in courses recommended by the adviser even if they exceed the minimal requirements.	1	2	3	4	5	6	7	30
S13	initiate adviser contact.	1	2	3	4	5	6	7	31
S14	be able to choose or change his/her adviser.	1	2	3	4	5	6	7	32
S15	be willing to consider long-term plans.	1	2	3	4	5	6	7	33
S16	be able to make own decisions, accepting responsibility for the decisions, based on the best advice she/he can get.	1	2	3	4	5	6	7	34
S17	be willing to assess, with help, his/her own efforts and to make plans consonant with that assessment.	1	2	3	4	5	6	7	35

1 Strongly Agree	2 Moderately Agree	3 Slightly Agree	4 Slightly Disagree	5 Moderately Disagree	6 Strongly Disagree	7 No Opinion

Rate each of the following items:

AN ACADEMIC ADVISER SHOULD BE EXPECTED TO:

F1	answer students questions, possibly through referral, regarding college requirements and regulations.	1 2 3 4 5 6 7	36
F2	recommend appropriate courses from areas outside the major department.	1 2 3 4 5 6 7	37
F3	answer students questions, possibly through referral, regarding financial aid and part-time employment.	1 2 3 4 5 6 7	38
F4	inform the student of various campus activities such as student government, football tickets, concerts, etc.	1 2 3 4 5 6 7	39
F5	help the advisee clarify career values and goals.	1 2 3 4 5 6 7	40
F6	encourage students to investigate career opportunities.	1 2 3 4 5 6 7	41
F7	be knowledgeable about job outlooks for different majors.	1 2 3 4 5 6 7	42
F8	assist the student in short and long range planning an academic program which is consistent with the student's abilities and interests.	1 2 3 4 5 6 7	43
F9	monitor advisee's progress toward educational goals.	1 2 3 4 5 6 7	44
F10	help the student analyze performance in coursework and capitalize on strengths and weaknesses.	1 2 3 4 5 6 7	45
F11	help the student understand the purpose of higher education.	1 2 3 4 5 6 7	46
F12	assist the student, possibly through referral, with the resolution of personal problems.	1 2 3 4 5 6 7	47
F13	provide letters of recommendation for graduate or professional school applications.	1 2 3 4 5 6 7	48
F14	provide letters of recommendation for employment application.	1 2 3 4 5 6 7	49
F15	assist the student in greater self-reliance, in intellectual, academic, and other areas.	1 2 3 4 5 6 7	50
F16	assist the student in evaluation of and improvement of study skills.	1 2 3 4 5 6 7	51
F17	take the initiative to inform students of office hours.	1 2 3 4 5 6 7	52
F18	keep regular office hours and return student's calls promptly.	1 2 3 4 5 6 7	53
F19	take the initiative to seek out students who fail to consult with the adviser.	1 2 3 4 5 6 7	54
F20	make each student aware of his or her responsibilities as a student and as an advisee.	1 2 3 4 5 6 7	55
F21	insist that the student take more demanding courses than the minimum requirements if the student is capable.	1 2 3 4 5 6 7	56
F22	visit with instructors about student's progress.	1 2 3 4 5 6 7	57
F23	be knowledgeable as to university and college resources so as to be able to refer students properly.	1 2 3 4 5 6 7	58
F24	facilitate students interaction with bureaucracy.	1 2 3 4 5 6 7	59
F25	refer advisees to major tools of discipline (standard bibliographies, etc...) and to major events (conferences, workshops in the discipline, etc.)	1 2 3 4 5 6 7	60

FREQUENCY DISTRIBUTION

AN ACADEMIC ADVISER SHOULD BE EXPECTED TO:	STUDENTS Strongly Agree	STUDENTS Cumulative Agreement	FACULTY Strongly Agree	FACULTY Cumulative Agreement
F1 Answer questions about requirements	74.7	98.2	75.6	97.6
F2 Recommend courses	44.1	95.6	39.4	93.0
F3 Answer about financial aid	34.5	86.6	30.1	79.5
F4 Inform about campus activities	10.6	54.0	3.4	31.1
F5 Help clarify career goals	43.5	92.6	47.9	96.0
F6 Encourage students to check careers	57.8	95.9	53.3	97.2
F7 Be knowledgeable about jobs	55.5	93.5	16.4	71.6
F8 Assist in planning program	58.3	96.7	52.8	97.5
F9 Monitor advisee's progress	33.1	88.7	29.5	84.8
F10 Analyze course work performance	31.8	91.3	21.2	83.0
F11 Explain purpose of education	29.5	80.7	40.5	87.9
F12 Assist solving personal problems	15.4	61.0	23.0	78.0
F13 Recommendations to schools	52.3	91.6	54.3	90.2
F14 Recommendations for jobs	44.8	85.4	50.3	89.6
F15 Help become self-reliant	21.9	82.0	38.5	88.8
F16 Evaluate study skills	20.3	76.1	17.1	76.0
F17 Inform of office hours	38.6	82.5	38.5	69.1
F18 Keep regular office hours	55.4	93.5	65.8	92.2
F19 Seek out students	12.9	48.4	5.1	36.4
F20 Make aware of responsibilities	36.1	87.3	34.9	80.5
F21 Insist on demanding courses	18.3	66.8	23.9	75.6
F22 Visit with students' instructors	12.4	54.3	3.8	32.9
F23 Know college resources	55.2	94.9	44.1	93.9
F24 Help with bureaucracy	16.5	66.7	24.7	78.4
F25 Refer to tools of discipline	17.8	73.3	22.7	79.2

A STUDENT SHOULD:	STUDENTS Strongly Agree	STUDENTS Cumulative Agreement	FACULTY Strongly Agree	FACULTY Cumulative Agreement
S1 Have career goals in mind	7.9	51.7	4.2	39.6
S2 Learn requirements for degree	12.9	57.6	22.4	75.5
S3 Select individual courses	29.1	83.7	34.9	89.7
S4 Research course content	28.6	84.3	38.4	92.6
S5 Fill out own forms	44.6	85.6	72.8	97.1
S6 Outline secondary interests	27.2	84.9	23.5	71.9
S7 Learn about activities on own	19.1	69.5	57.5	91.8
S8 Call adviser for appointment	44.8	88.2	59.4	94.1
S9 Discuss personal anxieties	16.5	67.5	12.0	71.8
S10 Ask about activities	36.2	87.9	12.2	66.0
S11 Confide in adviser	39.3	87.9	31.5	89.8
S12 Consider enrolling in harder courses	25.5	88.0	33.7	85.5
S13 Initiate adviser contact	38.0	87.0	65.0	96.8
S14 Choose or change adviser	46.3	84.6	67.6	96.2
S15 Consider long-term plans	42.2	92.2	64.0	97.3
S16 Make own decisions	60.1	96.4	77.8	98.5
S17 Assess efforts and make plans	34.4	92.4	70.2	97.3

CROSS TABULATIONS

		STUDENTS			FACULTY	
		Strongly Agree	Cumulative Agreement		Strongly Agree	Cumulative Agreement
AN ACADEMIC ADVISER SHOULD BE EXPECTED TO:						
F1 Answer questions about requirements	UF	77.0	100	FAC	73.1	97.6
	DF	70.8	97.2	ADV	84.4	95.2
	JR	84.8	91.1	CHR	77.6	96.0
F2 Recommend courses	UF	46.6	95.3	FAC	38.0	92.3
	DF	41.5	94.7	ADV	47.4	94.8
	JR	49.5	99.0	CHR	34.7	93.9
F3 Answer about financial aid	UF	42.9	91.8	FAC	30.2	79.5
	DF	32.0	86.6	ADV	37.9	77.9
	JR	31.4	79.0	CHR	20.4	79.6
F4 Inform about campus activities	UF	19.6	65.5	FAC	4.1	32.3
	DF	8.9	54.8	ADV	1.1	28.5
	JR	3.8	35.2	CHR	2.0	24.4
F5 Help clarify career goals	UF	49.7	91.9	FAC	47.3	95.6
	DF	41.8	92.8	ADV	51.6	94.8
	JR	41.0	93.3	CHR	55.1	100
F6 Encourage students to check careers	UF	64.2	96.6	FAC	51.9	97.1
	DF	54.9	94.7	ADV	55.8	96.8
	JR	59.0	99.0	CHR	59.2	96.0
F7 Be knowledgeable about jobs	UF	58.1	99.3	FAC	17.4	71.5
	DF	56.1	91.0	ADV	12.6	70.5
	JR	49.5	93.3	CHR	16.3	73.4
F8 Assist in planning program	UF	60.8	96.6	FAC	50.0	96.6
	DF	54.7	96.0	ADV	63.2	100
	JR	66.7	99.1	CHR	55.1	98.0
F9 Monitor advisee's progress	UF	32.7	82.4	FAC	28.1	84.1
	DF	29.2	90.8	ADV	35.8	81.0
	JR	46.7	90.5	CHR	28.6	96.0
F10 Analyze course work performance	UF	37.2	91.7	FAC	22.1	81.8
	DF	31.7	91.8	ADV	21.1	84.3
	JR	26.7	88.6	CHR	14.6	87.5
F11 Explain purpose of education	UF	36.5	84.4	FAC	40.0	87.3
	DF	27.9	81.2	ADV	50.5	86.3
	JR	25.0	73.1	CHR	24.5	93.9
F12 Assist solving personal problems	UF	22.3	62.8	FAC	20.8	76.8
	DF	14.5	63.6	ADV	35.1	78.7
	JR	8.6	49.5	CHR	16.3	83.7

AN ACADEMIC ADVISER SHOULD BE EXPECTED TO:		STUDENTS Strongly Agree	STUDENTS Cumulative Agreement		FACULTY Strongly Agree	FACULTY Cumulative Agreement
F13 Recommendations to schools	UF	51.4	90.6	FAC	53.8	89.1
	DF	52.0	92.2	ADV	55.8	90.6
	JR	54.8	91.3	CHR	55.1	96.0
F14 Recommendations for jobs	UF	43.9	85.1	FAC	49.4	88.7
	DF	44.6	84.2	ADV	51.6	89.5
	JR	47.1	90.4	CHR	55.1	96.0
F15 Help become self-reliant	UF	24.3	83.1	FAC	37.1	88.3
	DF	22.3	83.0	ADV	46.3	89.4
	JR	17.1	77.1	CHR	34.0	89.3
F16 Evaluate study skills	UF	29.1	83.8	FAC	18.8	76.5
	DF	19.2	76.0	ADV	11.7	76.6
	JR	11.4	65.7	CHR	14.3	69.4
F17 Inform of office hours	UF	43.9	81.0	FAC	37.3	67.3
	DF	39.1	83.8	ADV	42.1	73.6
	JR	29.5	80.0	CHR	40.8	71.4
F18 Keep regular office hours	UF	64.9	94.6	FAC	62.8	92.1
	DF	51.8	92.2	ADV	75.8	92.7
	JR	54.3	96.2	CHR	69.4	89.8
F19 Seek out students	UF	15.5	48.6	FAC	5.7	35.7
	DF	13.9	51.3	ADV	4.2	32.6
	JR	5.7	38.1	CHR	2.0	46.8
F20 Make aware of responsibilities	UF	39.2	87.9	FAC	35.2	79.2
	DF	32.3	87.4	ADV	34.7	82.1
	JR	44.8	85.8	CHR	33.3	85.4
F21 Insist on demanding courses	UF	23.0	64.9	FAC	23.4	74.3
	DF	15.6	68.0	ADV	23.4	78.7
	JR	21.0	65.8	CHR	28.6	77.6
F22 Visit with students' instructors	UF	17.6	58.8	FAC	3.9	33.3
	DF	11.2	57.5	ADV	3.2	32.7
	JR	9.5	37.1	CHR	4.1	28.6
F23 Know college resources	UF	58.8	94.7	FAC	40.2	93.2
	DF	51.8	94.1	ADV	60.0	95.8
	JR	61.9	98.1	CHR	43.8	93.8
F24 Help with bureaucracy	UF	25.9	64.6	FAC	22.7	75.8
	DF	12.4	69.1	ADV	34.7	84.2
	JR	17.1	60.9	CHR	20.8	85.4
F25 Refer to tools of discipline	UF	16.2	71.0	FAC	22.3	77.9
	DF	19.8	72.3	ADV	26.3	82.1
	JR	13.3	79.9	CHR	18.8	81.4

A STUDENT SHOULD:		STUDENTS Strongly Agree	STUDENTS Cumulative Agreement		FACULTY Strongly Agree	FACULTY Cumulative Agreement
S1 Have career goals in mind	UF	5.1	34.0	FAC	4.1	41.1
	DF	7.9	55.4	ADV	2.1	37.9
	JR	12.1	64.5	CHR	6.1	28.6
S2 Learn requirements for degree	UF	9.0	49.0	FAC	22.2	75.0
	DF	11.1	57.3	ADV	24.2	74.7
	JR	25.2	71.0	CHR	20.4	79.5
S3 Select individual courses	UF	17.9	73.7	FAC	30.3	88.6
	DR	28.0	84.5	ADV	51.6	90.6
	JR	49.5	96.2	CHR	38.3	95.7
S4 Research course content	UF	25.0	83.4	FAC	35.6	91.1
	DF	25.3	83.2	ADV	47.4	96.9
	JR	45.8	89.7	CHR	42.6	93.6
S5 Fill out own forms	UF	39.7	83.9	FAC	71.5	96.8
	DF	40.7	83.5	ADV	77.7	99.0
	JR	65.4	95.3	CHR	73.5	93.9
S6 Outline secondary interests	UF	31.0	85.2	FAC	22.7	71.6
	DF	26.3	84.2	ADV	22.1	73.7
	JR	24.5	86.8	CHR	32.7	69.5
S7 Learn about activities on own	UF	16.8	63.9	FAC	54.4	90.8
	DF	17.6	69.5	ADV	67.0	93.6
	JR	28.0	77.5	CHR	63.3	93.9
S8 Call adviser for appointment	UF	43.9	89.7	FAC	57.2	92.9
	DF	41.7	88.4	ADV	66.3	95.7
	JR	57.0	85.1	CHR	63.3	98.0
S9 Discuss personal anxieties	UF	17.9	66.7	FAC	12.0	70.6
	DF	14.5	67.4	ADV	10.9	72.9
	JR	21.5	69.6	CHR	14.6	77.2
S10 Ask about activities	UF	39.1	88.5	FAC	11.5	64.6
	DF	34.6	88.4	ADV	13.8	70.2
	JR	37.4	85.0	CHR	14.6	66.7
S11 Confide in adviser	UF	44.9	93.6	FAC	30.2	89.8
	DF	36.6	87.4	ADV	38.3	88.3
	JR	41.1	81.3	CHR	28.6	89.8
S12 Consider enrolling in harder courses	UF	25.6	83.3	FAC	32.7	84.5
	DF	24.5	88.7	ADV	36.6	86.1
	JR	29.0	92.5	CHR	35.4	89.6

A STUDENT SHOULD:		STUDENTS Strongly Agree	STUDENTS Cumulative Agreement		FACULTY Strongly Agree	FACULTY Cumulative Agreement
S13 Initiate adviser contact	UF	34.0	88.5	FAC	63.1	95.9
	DF	36.2	86.1	ADV	71.6	99.0
	JR	50.5	87.9	CHR	67.3	97.9
S14 Choose or change adviser	UF	41.7	82.1	FAC	65.1	95.4
	DF	44.1	83.7	ADV	71.6	96.9
	JR	60.7	91.5	CHR	79.6	100
S15 Consider long-term plans	UF	38.7	86.5	FAC	61.0	96.4
	DF	39.1	93.1	ADV	72.3	100
	JR	57.9	97.2	CHR	71.4	97.9
S16 Make own decisions	UF	54.2	94.2	FAC	76.1	97.9
	DF	60.5	97.3	ADV	81.9	98.9
	JR	67.3	96.3	CHR	83.7	100
S17 Assess efforts and make plans	UF	32.1	90.4	FAC	68.1	96.6
	DF	31.4	92.1	ADV	74.5	100
	JR	48.6	96.3	CHR	79.2	95.9